

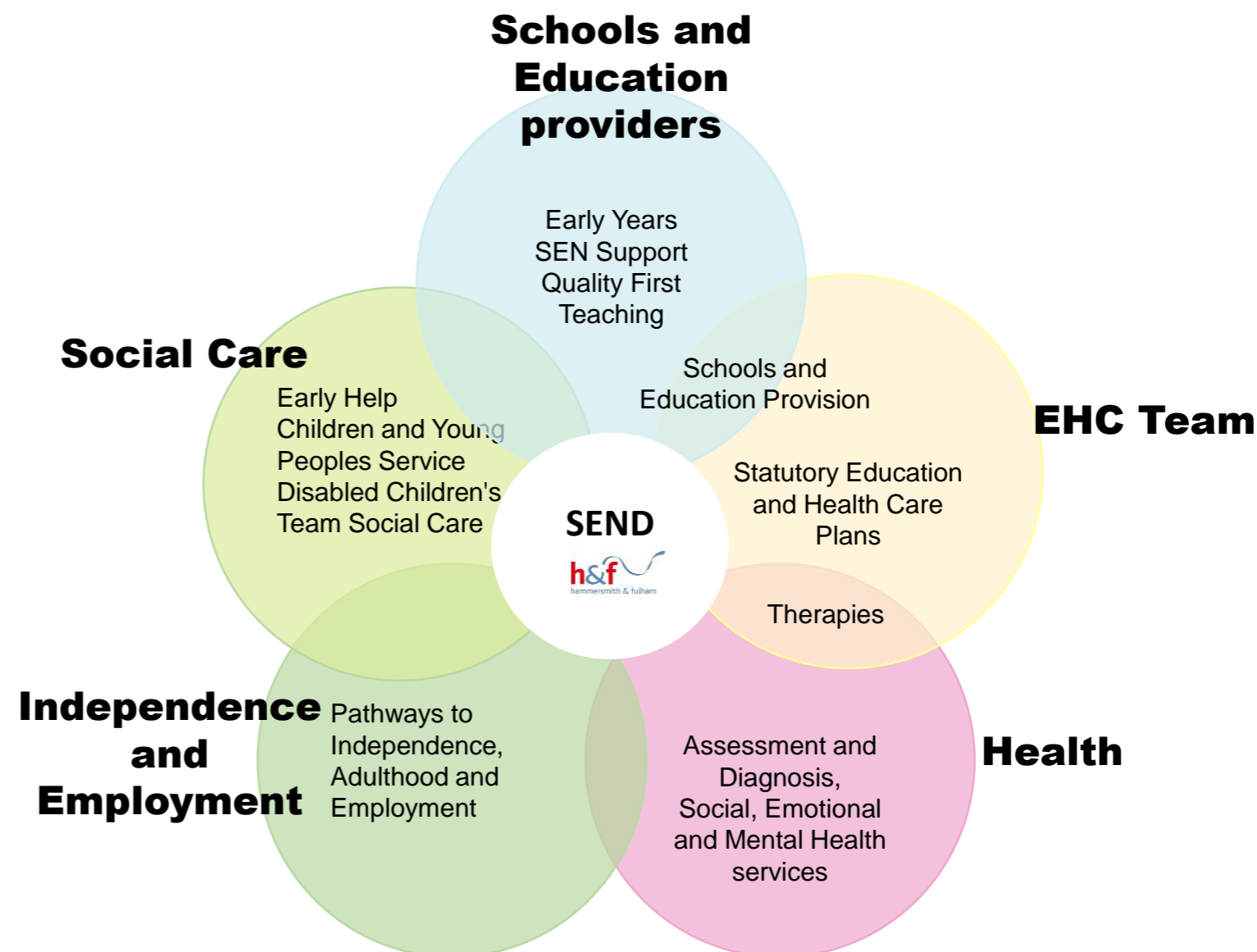
Special Educational Needs and Disabilities (SEND) Update
Children and Education Policy and Accountability Committee – June 2021

SEND in Hammersmith and Fulham

Local area SEND services across the Education, Health and Social Care are the collaborative of the local area services and provision for children with Special Educational Needs and Disabilities (SEND) across the age range of 0-25 including:

- Schools and Education Provision
- Early Years
- SEN Support
- Quality First Teaching
- Statutory Education and Health Care Plans
- Health (Assessment and Diagnosis, SEMH, Therapies – jointly with LA)
- Pathways to Independence and Employment
- Social Care Provision for children with SEND (Early Help, Children and Young Peoples Service, Disabled Children's Team, Social Care)

The responsibility for SEND sits across the collective of the Local Authority, CCG, Health Providers and Education Providers working in partnership with young people, their parents and carers to identify, assess and meet needs; to ensure local provision is effective in meeting needs and leads to positive outcomes for children and young people.



Background and context

In April 2018, the Tri-Borough service with the Royal Borough of Kensington and Chelsea, Westminster Council and Hammersmith and Fulham Council was disaggregated, and Hammersmith and Fulham's sovereign SEND service was created.

Ambitions for children and young people are very important in Hammersmith & Fulham and we have strong manifesto pledge commitments to our SEND population. Our vision remains consistent from our last inspection, of a whole system approach to SEN that works for all children and families, and young people where:

- there is a person-centred and joined-up approach to identifying and meeting the needs of children, young people and their families;
- children and families, young people participate fully in decision-making at all levels, are listened to and know how to raise concerns.
- there is a clear local offer showing what interventions, services and provision are available and how to access them
- effective practice, data and wider intelligence is used to make the system work better for everyone
- roles, responsibilities and accountability is clear and understood
- our collective assets are used creatively and effectively

In December 2018 a joint local area SEND inspection in Hammersmith and Fulham was conducted by Ofsted and the CQC which recognised the strengths in practice, leadership and relationships with key partners. The report recognised that parents and carers, children and young people agree that outcomes have improved and young people achieve well at each key stage of their education.

A high proportion of Local Areas have received written Statements of Action following SEND Inspection, however Hammersmith and Fulham received a letter of commendation from the Secretary of State for Education noting the significant success in implementing the SEND Reforms.

Borough Profile



Pupils with SEN (all schools) **H&F**
16.3%

Percentage of 2-18 population with an EHCP (resident) **H&F** **Inner London**
3.3% **3.5%**

Resident / Non Resident pupils with SEN **Out of Borough residents (all schools)** **Out of Borough residents (Special School)**
29% **49%**

Attendance 2020 **H&F** **National**
EHCP **91.2%** **90.8%**
SEN Support **93.2%** **93.2%**

Outcomes & Attainment



2019 SEN Primary	LBHF	National
Roll	16%	14%
GLD	29%	25%
Phonics	56%	43%
KS1 reading	40%	30%
KS2 RWM	32%	22%
SEN Roll 2020	14%	15%

2019 SEN Secondary	LBHF	National
Roll	10.7%	12.5%
KS4 Progress 8	-0.46	-0.61 (2018)
KS 4 Attainment 8	32.9	27.2 (2018)
SEN Roll 2020	12%	13%

Governance and Accountability

- There is a strong track record of partnership working and commitment to working together in Hammersmith and Fulham, both within the Council and with key external partners in health and education and across the PVI sector.
- Senior Managers are passionate about improving outcomes for children and are committed to the SEND agenda.
- There is strong Councillor engagement and support for the SEND agenda as demonstrated by Manifesto commitments in 2014 and 2018; Councillor-led Transition Task Force; Councillor-championed Disabled People's Commission.
- We have a well-established partnership with our Parent/Carer Forum and other key partners and are committed to securing a broader range of representation across all workstreams and ensure the voice of parent/carers informs all areas of our work.
- Post COVID we are reviewing the future of our Partnership Boards such as the SEND Inclusion Board, in the context of the creation of the North West London CCG and emergence of the local Integrated Care Partnership.
- The Joint Commissioning Group which is Co-Chaired by the Assistant Director of Commissioning for Children's Services in H&F and the Head of Learning Disability and Children and Young Peoples Services in the Inner Cluster CCG team has been pivotal to driving forward:
 - The establishment of joint funding and accountability framework,
 - Initiating a Social, Emotional and Mental Health review and ASD review,
 - Supporting early identification of needs through effective joint commissioning arrangements.
- The joint funded role of the Joint Health Partnership Lead is central to our work with the CCG.

Coproduction

- **Co-production is a key theme that runs through our approach and is a strength in the local area.** The Council coproduction checklist provides services with guidance to help drive forward the approach across the Council.
 - The **inclusive Youth Council and youth voice network** are bringing the different voices together and ensuring young people's priorities inform and shape provision in the local area. **The weekly Speak Out group provides a forum to share experiences and support their participation in the youth activities**
 - A coproduction project is in progress with young disabled people, Young Hammersmith and Fulham Foundation and Disabled People's Organisations to develop quality assurance in the pathways to employment, health and well-being, independent living and community inclusion and will include training on empowerment for young Disabled people.
 - One of our young residents has designed an **Inclusion Toolkit** for use in meetings to ensure that young people with SEN and / or Disabilities feel welcome and their voices included. Guidance is being coproduced for local offer quality and standards
 - Young people are involved in the development of our Local Offer website and developing the use of social media as a vehicle to make it current, friendly and accessible.
 - **Parents and carers have been fully engaged in implementing the SEND reforms**, and in all elements of governance and in commissioning and procurement processes and ongoing SEND development including regular participation in the joint SENCO forum (primary, secondary, special schools and services) to look at how we use our collective resources effectively.
 - Throughout COVID lockdown and beyond, the LA, CCG and parents and carers are **continuing to work together** through: regular catch ups with EHC planning service to respond to issues as they arise; joint working on key themes; virtual sessions to share information, to understand the resident perspective and talk directly with a wide group of parents to share information on key topics, to understand more about the resident perspective and follow up with services.
- The Parent Reference Group**, brings the different parent/carers groups together with Elected Members and Senior Officers on strategic SEND priorities. Parentsactive the Parent/ Carer Forum, works closely with SENDIAS service and voluntary sector partners including ASE (Active Successful Engagement) to make best use of all the support on offer locally.

realising
our children's
rights
**parents
active**



Partnership working in SEND – Key priorities

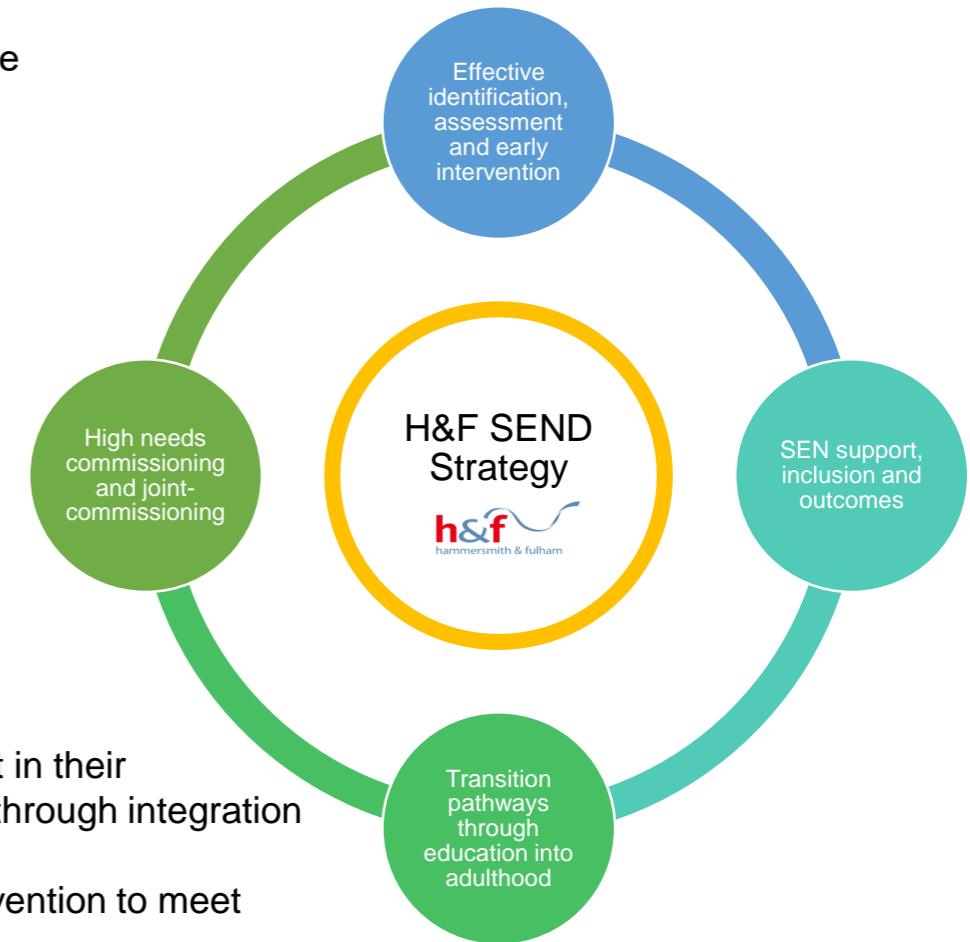
- We are reviewing our SEMH pathways to increase accessibility, identify and address gaps in provision across the wider system and ensure clarity of responsible professionals across all parts of the pathways. This includes CYP placed out of area.
- A review of ASD pathways is underway with partners to ensure early identification, effective pre- and post-diagnostic multiagency signposting and support.
- Governance arrangements for individual packages of care for CYP with complex needs can be challenging. We are developing a joint funding, accountability and assurance agreement between the CCG borough team and the LA to ensure clarity of roles, responsibilities and oversight of jointly commissioned placements and packages.
- Redevelopment of Speech Language and Communications Needs and Occupational Therapy service models to ensure early identification and universal, targeted and specialist support.

SEND Transformation

- Since 2018 we've been working collaboratively with parents, schools and partners to ensure services and provision is in place to meet identified needs.
- All partners in Hammersmith and Fulham are committed to improving outcomes for all our children and young people with special educational needs and/or disabilities (SEND).
- We are working to bring the High Needs Block to a balanced position whilst continuing to invest in services.
- There are four key strands to our approach:
 1. Effective identification, assessment and early intervention
 2. SEN support, inclusion and outcomes
 3. Transition pathways into adulthood
 4. High needs commissioning and joint-commissioning

Our strategy is:

- Ensuring children and young people receive the support they need at the earliest point in their educational journey through a continued focus on early identification and intervention through integration of early years and SEND pathways.
- Developing a robust local offer / ordinarily available offer that is focused on early intervention to meet needs at SEN Support
- Supporting mainstream settings to be even more inclusive; meeting a higher level of need at all ages and stages through access to a hybrid model of traded and centrally supported interventions.
- Working to improve our data quality to support service redesign, commissioning and strategic priorities.
- Stakeholder engagement to undertake a comprehensive review of the local provision to inform medium to long-term needs and the future shape of local provision.
- Working collaboratively with stakeholders and partners to understand regional commissioning needs.



Journey to SEND Strategy and next steps

- Since becoming a sovereign service in 2018, considerable work has been undertaken in partnership with our young people, parents, carers and schools
- The feedback to date has shaped the SEND Transformation Programme (High Needs Block programme) and the development of a draft SEND Strategy which we anticipate consulting on in the Autumn term
- Throughout we continue to invest in SEND services including the creation of a Language Advisory Service which will ensure children and young people receive access to services at the right time.
- We are also continuing to invest in our ASD Outreach offer through centralised coordination and investment in additional resources for children with ASD.



- The Local Offer is the provision available across education, health and care for children and young people who have special educational needs or are disabled. The information is about the range of services available locally for those at SEN support. It includes information about universal services available for all, as well as information about targeted and specialist service available
- The local offer is published, setting out in one place, clear and up to date information about all the provision available and how to access it. The SEND Regulations provide a framework for the local offer and specifies the requirements for LAs in developing, publishing and reviewing the local offer.
- Our local offer needs to be responsive to our resident's needs and aspirations. We use a process of coproduction, involving children and young people and their parents or carers as well as education, health and care services and schools and other partners, in the design, planning, development and review of the website.
- We are continually developing the website through the use of infographics and working with other services to streamline information.

Link to website

[SEND Local Offer | London Borough of Hammersmith and Fulham \(openobjects.com\)](https://www.openobjects.com/SEND-Local-Offer-London-Borough-of-Hammersmith-and-Fulham)

SEN Support

- All teachers are teachers of SEND and that provision begins with quality first teaching in the classroom
- Schools identify pupils at SEN Support – pupils with learning difficulties/disability 'different from and additional to' provision normally available to pupils of the same age.
- All schools must have regard to the equalities legislation and make reasonable adjustments to meet need.
- Schools are expected to make provision that is 'ordinarily available' within school and available through the Local Offer. Schools are required to outline their offer through a published SEN information report.
- All schools are required to employ an accredited SENCO.
- Schools follow the 'access, plan, do, review' cycle in meeting needs including the involvement of parents/carers.
- Schools identify a notional SEN budget from the overall school budget to provide high quality teaching, differentiated for individual pupils.
- Outreach services are in place to support schools in meeting the needs of children with SEN and disabilities.
- SEN support in schools will consist of strategies and interventions such as quality first teaching, precision teaching, reading recovery and other evidenced based programmes.
- Schools also access support and interventions from specialist professionals for example educational psychologist, specialist teachers, speech and language therapists and occupational therapists.
- The emphasis should be on positive outcomes and preparation for adulthood.



Early Years

- Introduced integrated key worker service to respond to health notifications for under 5s
- Introduced a multi-agency early support panel to monitor and track children with emerging SEND
- Introduced a telephone advice line at the Stephen Wiltshire Centre
- Reviewed and relaunched the early years inclusion funding to support emerging needs
- Reviewed and refreshed the early years strategy
- Undertaken audit of early years multi-agency working via the early intervention foundation trust
- Completed the child care sufficiency report
- Trained 20 childminders on SEND over 12 weeks to increase provision
- Delivered early years Nasen SENCO training for PVI's
- Delivered NSPCC brain science and trauma aware programmes
- Early years multi-agency working group
- Transferred early years team to the local authority Education service.
- Children centres continue to provide support to all families
- Virtual children's centres have run during lockdown.



Schools

- Shared good practice through the Learning Partnership
- Regular and frequent SENCO support meetings and forums including SEND thematics with headteachers and SENCOs
- Supported recovery curriculum and SEND
- Educational psychologist continue to support schools in identifying and meeting needs
- Specialist Outreach Service (Inspire) continues to support schools in meeting needs
- Educational psychology service introduced the return to education wellbeing programme
- Inspire recruitment two specialist teachers for ASD
- Gave all schools gold membership to NASEN – best practice body for delivery of SEN education
- Continued to deliver ongoing training around SEND for example a Behaviour Conference
- Piloted alternative approaches to funding inclusion for groups of children in mainstream schools
- Coproduced with schools a review of the Ordinarily Available offer
- Piloted a SEND self-review process in schools
- Managing Continence Guidance updated
- Reviewing the Medical Needs Policy
- Continued to work closely with the parent/carers forum
- Worked with schools in maintaining educational provision for pupils with SEND throughout the pandemic



Education, Health and Care Plans (EHCP's)

The Education, Health and Care (EHC) Planning Service **coordinates the statutory assessment process** for young people with special educational needs and/or disabilities aged 0-25 years. The role of the service includes:

- undertaking EHC Needs Assessments
- Maintaining and reviewing EHC Plans



The EHC Planning service aims to **raise the achievement of young people with SEN** by putting parents and young people at the heart of planning and decision making. The service work in partnership with parents, teachers and other professionals.

This Service provide EHCP Coordinators who are the **single point of contact** for parents and/or young people during the EHC Needs Assessment process. EHCP Coordinators support the multi-agency approach to undertaking EHC Needs Assessments; and maintain and review EHC Plans, ensuring that parents are treated as equal partners throughout the process.

The Service **ensures that the needs and progress of children with EHC Plans are monitored and reviewed**. The Service is also responsible for strategic planning of provision for children with special educational needs and ensure local provision for local children, wherever possible.

As at January 2021 the service were responsible for maintaining 1246 Education and Health Care plans (EHCP's). EHCP demand has increased over a three year profile on average by 13% per annum, compared to 12% across Inner London.

The service is measured on the timeliness of completion of EHCP's within the statutory 20 week deadline. The impact of COVID-19 on the Education sector will likely result in a dip in this performance.

	2017	2018	2019	2020
EHC plans including exceptions	198	147	143	163
EHC plans including exceptions issued within 20 weeks	104	89	106	131
Rate of EHC plans including exceptions issued within 20 weeks	52.5%	60.5%	74.1%	80.4%

Role of Health in SEND delivery

- The role of Designated Clinical Officer (DCO) was established in 2014 to support the implementation and embedding of the SEND Code of Practice. This has been further enhanced by a Designated Medical Officer based in the Cheyne Child Development Service.
- The CCG has a statutory duty to work in partnership with the LA through joint commissioning to deliver a comprehensive local offer of services for CYP with SEN.
- Health professionals are required to notify the LA of any children under 5 years who they think may have SEN. Notifications are considered by the Early Support panel and parents are contacted and offered support from the joint-funded Integrated Keyworking Team.
- Health professionals provide advice as part of the EHC needs assessment process. There is health representation at the SEN panel and involvement in mediation and tribunal processes when required. The CCG is responsible for ensuring that any provision identified in Section G of an EHCP is commissioned.
- Establishment of a Clinical Reference Group for SEND
- Alignment of the national CYP ASD/LD priorities with the SEND agenda at a local level. This has included ensuring that SEN colleagues are fully involved in the Dynamic Support Register and Care Education and Treatment Reviews aimed at identifying CYP who are at risk of admission to in-patient mental health units or residential placements.



Role of Social Care in SEND

Where a child has a Social Care service e.g. Short Breaks, Looked After Children, Children in Need, Early Help and Youth Offending Service there is close working between the EHC Service and their lead Social Care professional to ensure coordinated planning which is captured in the 'C' part of the Education, Health and Care Plan.

In order to strengthen the role of Social Care in EHC Planning, we are creating a Designated Social Care Officer role. This role is likely to become a requirement in the new iteration of the SEND Reforms. In Hammersmith and Fulham we have recognised the value of this role and are implementing prior to statutory requirement.

In our collective role as Corporate Parents the EHC Service work very closely with the Virtual School to ensure that children in care who have additional special educational needs have access to high quality education and effective joint care planning.

Since 2018 through the opening of the Stephen Wiltshire Centre we have implemented a SEND Early Intervention model. We have a well established Integrated Key Working service which triages and supports all children under 5 who are diagnosed with a disability.

Through integration across Disabled Children and Preparation for Adulthood Teams (Transitions) we have ensured effective transition planning from Children's to Adults.

42 children with an EHCP are known to Social Care as of June 2021.



Post 16

- Collaborative work with The Economy and People and Talent on Inclusive employment across the Council – developing inclusive opportunities and pathways for young people across Council departments and brokerage with local businesses on inclusive employment and fulfilling the Social Values policy.
- There are over 25 Supported Internship programmes for young H&F residents to access, developed through our West London Alliance Model. H&F chairs the regional Supported Employment programme Board to continue the development of employment pathways including a major programme with the NHS trusts to develop inclusive employment pathways for young people in the Health Service
- Created Pathways to independence roles to deliver coordination of support for young people on their journeys into independence including participation, employment and independent travel training.
- Q6 is our post 19 highly specialist ASD provision which has enabled our most complex young people to continue to be supported locally.
- The Specialist Housing Board considers the needs of children and young people with SEND in accessing pathways to independence and living locally with the development of purpose-built housing provision.
- Creative joint planning with our ASC day-care provider has enabled us to develop a cost-effective new pathways of transition for our young people who have profound and multiple needs which has enabled us to end our very expensive arrangement with an independent provider.
- Joint workstream with Health and Social Care across Children's and Adults in commissioning for transitions and further personalisation.
- Created a 14-25 Team within the EHCP service who work closely with the pathways to adulthood transitions Social Workers.

